# Directions

This resource is a tool to support collaborative, individualized decisions about a school-aged student's Least Restrictive Environment (LRE) based on their unique needs, goals, and the supports required for success.

Placement decisions do not require a student to be served in one environment 100% of the time. Students often receive instruction and services across multiple settings throughout the day or week.

- Use the table to evaluate each placement option based on how well it meets the student's academic, functional, social, and behavioral needs.
- Document which settings best support specific goals and indicate what supports would be necessary for success in each environment.
- Consider blended placements
- Make decisions grounded in the principle that students should be educated with nondisabled peers to the maximum extent appropriate.

This resource is designed to guide a nuanced, student-centered discussion with the goal of ensuring the student's placement includes the services and supports necessary to achieve their IEP goals in their LRE.

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# Needs and Goals

Student's Identified Needs: (Add rows as necessary)

| |
|---|
| 1.<br>2. |

Goals that Address those Needs: (Add rows as necessary)

| |
|---|
| 1.<br>2. |

# General Education

1. Services & Supports Needed

   What services, supports, accommodations, or modifications would the student need to be successful in this environment?

   Click or tap here to enter text.

2. Access & Progress

   How does this setting support the student's ability to participate and make progress in both general and special education goals?

   Click or tap here to enter text.

3. Impact Considerations

What are the potential impacts of this environment on:

Click or tap here to enter text.

The Student

Positive: Click or tap here to enter text.

Negative: Click or tap here to enter text.

The Quality of Services

Positive: Click or tap here to enter text.

Negative: Click or tap here to enter text.

Peers Education

Positive: Click or tap here to enter text.

Negative: Click or tap here to enter text.

4. Overall Reflection

Click or tap here to enter text.

Based on this discussion, is this the least restrictive environment where the student can be successful with appropriate supports?

Choose an item.

If yes, how much of their day will be spent here?

Click or tap here to enter text.

In addition to receiving special education services, does this placement allow the student to participate in grade-level core instruction, particularly in their areas of need?

Click or tap here to enter text.

What parts of their day are most beneficial to spend in…

Click or tap here to enter text.

## Special Education

1. Services & Supports Needed

What services, supports, accommodations, or modifications would the student need to be successful in this environment?

Click or tap here to enter text.

2. Access & Progress

How does this setting support the student's ability to participate and make progress in both general and special education goals?

Click or tap here to enter text.

3. Impact Considerations

   What are the potential impacts of this environment on:

   Click or tap here to enter text.

   The Student

   **Positive:** Click or tap here to enter text.

   **Negative:** Click or tap here to enter text.

   The Quality of Services

   **Positive:** Click or tap here to enter text.

   **Negative:** Click or tap here to enter text.

   Peers Education

   **Positive:** Click or tap here to enter text.

   **Negative:** Click or tap here to enter text.

4. Overall Reflection

   Click or tap here to enter text.

Based on this discussion, is this the least restrictive environment where the student can be successful with appropriate supports?

Choose an item.

If yes, how much of their day will be spent here?

Click or tap here to enter text.

In addition to receiving special education services, does this placement allow the student to participate in grade-level core instruction, particularly in their areas of need?

Click or tap here to enter text.

What parts of their day are most beneficial to spend in…

Click or tap here to enter text.

# Separate School

1. Services & Supports Needed

   What services, supports, accommodations, or modifications would the student need to be successful in this environment?

   Click or tap here to enter text.

2. Access & Progress

How does this setting support the student's ability to participate and make progress in both general and special education goals?

Click or tap here to enter text.

3. Impact Considerations

What are the potential impacts of this environment on:

Click or tap here to enter text.

The Student

Positive: Click or tap here to enter text.

Negative: Click or tap here to enter text.

The Quality of Services

Positive: Click or tap here to enter text.

Negative: Click or tap here to enter text.

Peers Education

Positive: Click or tap here to enter text.

Negative: Click or tap here to enter text.

4. Overall Reflection

Click or tap here to enter text.

Based on this discussion, is this the least restrictive environment where the student can be successful with appropriate supports?

Choose an item.

If yes, how much of their day will be spent here?

Click or tap here to enter text.

In addition to receiving special education services, does this placement allow the student to participate in grade-level core instruction, particularly in their areas of need?

Click or tap here to enter text.

What parts of their day are most beneficial to spend in…

Click or tap here to enter text.

# Residential Facility

1. Services & Supports Needed

What services, supports, accommodations, or modifications would the student need to be successful in this environment?

Click or tap here to enter text.

2. <u>Access & Progress</u>

How does this setting support the student's ability to participate and make progress in both general and special education goals?

Click or tap here to enter text.

3. <u>Impact Considerations</u>

What are the potential impacts of this environment on:

Click or tap here to enter text.

The Student

Positive: Click or tap here to enter text.

Negative: Click or tap here to enter text.

The Quality of Services

Positive: Click or tap here to enter text.

Negative: Click or tap here to enter text.

Peers Education

Positive: Click or tap here to enter text.

Negative: Click or tap here to enter text.

4. <u>Overall Reflection</u>

Click or tap here to enter text.

Based on this discussion, is this the least restrictive environment where the student can be successful with appropriate supports?

Choose an item.

If yes, how much of their day will be spent here?

Click or tap here to enter text.

In addition to receiving special education services, does this placement allow the student to participate in grade-level core instruction, particularly in their areas of need?

Click or tap here to enter text.

What parts of their day are most beneficial to spend in…

Click or tap here to enter text.

# Correction/Detention Facility

***IEP teams generally cannot place students in correctional/detention facilities but should consider how to meet the student's needs while they are in the correctional/detention facility***

1. <u>Services & Supports Needed</u>

What services, supports, accommodations, or modifications does the student need to be successful in this environment?

> Click or tap here to enter text.

2. Access & Progress

How can we support the student's ability to participate and make progress in both general and special education goals in this setting?

> Click or tap here to enter text.

3. Planning for Transition

What supports might this student need when they return from this environment in order to be successful?

> Click or tap here to enter text.

Notes

> Click or tap here to enter text.

# Hospital

***IEP teams generally cannot place students in correctional/detention facilities but should consider how to meet the student's needs while they are in the correctional/detention facility***

1. Services & Supports Needed

What services, supports, accommodations, or modifications does the student need to be successful in this environment?

> Click or tap here to enter text.

2. Access & Progress

How can we support the student's ability to participate and make progress in both general and special education goals in this setting?

> Click or tap here to enter text.

3. Planning for Transition

What supports might this student need when they return from this environment in order to be successful?

> Click or tap here to enter text.

Notes

> Click or tap here to enter text.

# Home Instruction (Formerly known as Homebound)

1. Services & Supports Needed

What services, supports, accommodations, or modifications would the student need to be successful in this environment?

> Click or tap here to enter text.

2. Access & Progress

How does this setting support the student's ability to participate and make progress in both general and special education goals?

> Click or tap here to enter text.

3. <u>Impact Considerations</u>

   What are the potential impacts of this environment on:

   > Click or tap here to enter text.

   The Student

   > Positive: Click or tap here to enter text.
   >
   > Negative: Click or tap here to enter text.

   The Quality of Services

   > Positive: Click or tap here to enter text.
   >
   > Negative: Click or tap here to enter text.

   Peers Education

   > Positive: Click or tap here to enter text.
   >
   > Negative: Click or tap here to enter text.

4. <u>Overall Reflection</u>

   > Click or tap here to enter text.

Based on this discussion, is this the least restrictive environment where the student can be successful with appropriate supports?

> Choose an item.

If yes, how much of their day will be spent here?

> Click or tap here to enter text.

In addition to receiving special education services, does this placement allow the student to participate in grade-level core instruction, particularly in their areas of need?

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